

IN-SERVICE EDUCATION OF TEACHERS

Bulletin 155



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Superintendent of Public Instruction



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TEACHER EDUCATION AND CERTIFICATION

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FOREWORD

The in-service education of teachers has become an increasingly pressing problem during the past few years. There has been a growing conviction on the part of school administrators that a graduate of a teacher education curriculum is not a readymade product. On the contrary, there is abundant evidence that the beginning teacher needs much guidance and careful direction if he is to avoid many of the pitfalls and dangers that would lead to mediocre performance and careless effort. School administrators and supervisors are accepting the challenge to continue the education of teachers beyond the pre-service level.

Just as the preparation of courses of study is never completed, so is the education of teachers never finished. This is particularly true in times when the social, political, and economic forces are keeping the world in a state of unrest, and technological developments are bringing new processes and products into our industrial life. That is the positive side of the story. On the other hand, teachers owe it to their profession to keep alive and growing. If there is no other reason, this must be done in return for the security and peace of mind which accompany tenure legislation, retirement, sick-leave benefits, and steady incomes.

This bulletin was prepared to set forth some of the most important considerations in a dynamic program of in-service teacher education. It was written by Dr. Henry Klonower, Director, Dr. Harry L. Kriner and Dr. C. O. Williams, Assistant Directors, Teacher Education and Certification.

LESTER K. ADE

Superintendent of Public Instruction

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IN-SERVICE EDUCATION OF TEACHERS

The emphasis in teacher education has changed in a pronounced fashion during the last two decades, from the pre-service education on a college campus to the continuing in-service education of the public school classroom. At the time the college degree as a minimum for certification to teach in a secondary school became common practice, many exclamations of joy and satisfaction were heard in professional circles. An interested bystander might have reached the conclusion that the problem of the education of teachers had been solved. The echoes of the shouting had scarcely died out until educational leaders realized that the completion of a college curriculum was hardly more than the beginning of the education of teachers. Indeed there were many who would contend that the issuance of the first certificate merely signals the real beginning of the teacher's education.

With the pre-service education moving rapidly toward the four-year minimum level for all teachers and with the education of secondary school teachers advancing toward the five-year level, it would appear that there would be less needed in-service education. This apparent contradiction is explained by the fact that the education of teachers is an exceedingly complex problem. No amount of time spent on a college or university campus will complete the preparation of the teacher for the arduous, highly-complicated, human relationships of the typical classroom. The gap between the theory of the college campus and the practice of the classroom must be bridged by steady and persistent efforts on the part of local school leaders to continue the education of the teaching staff.

I. HISTORICAL BACKGROUND

Historically, the first education of teachers in this country was in-service education. The work of Henry Barnard in Connecticut and Rhode Island, and of Horace Mann in Massachusetts, represent the first attempts to improve the educational status of teachers. The county institute was the direct outgrowth of these early efforts. The early leaders in the movement for publicly supported schools realized that the local school committee did little more than select the most likely and available persons in the community. Henry Barnard's enthusiasm for the study of the teacher's task which he brought back from his European contacts with the work of Pestalozzi, became a contagious influence in the New England and Middle Atlantic States. The idea that teachers needed constantly to study their problems had taken a firm hold in this new and pioneering country.

The county institute became an almost universal practice throughout all sections of the country. Many states, notably Pennsylvania, passed legislation requiring a minimum of five days of teachers' institutes in every district and for all teachers, and eventually provided a per diem allowance to cover the expenses of the teacher while attending the institutes. It would be difficult to underestimate the importance and significance of the institute during the latter half of the nineteenth century. It not only served as a source of professional inspiration and pedagogical instruction, but also became the means of establishing social contacts and enjoying recognition, experiences all of which were looked forward to by county

teachers from one year to the next. With the improvement in transportation facilities and the almost unbelievable increase in books and periodicals, the county institute eventually came to play a relatively less important role in the life of the teacher.

The summer normal school should also be mentioned in this historical summary. State and district normal schools were established in rapid succession following the efforts of Henry Barnard and Horace Mann in New England. There also flourished for several decades, the county normal school. The county superintendents and other enterprising and progressive educational leaders would call together a staff of instructors to lead the discussions and direct the study of the teachers in nearby localities. One of the difficult problems confronting certification agencies and college administrative officers arose when records from these summer normal schools were presented for evaluation.

In Pennsylvania, the General Assembly of 1923, amended the Teachers' Institute Law to permit school districts to provide at the expense of the school district, college extension courses for the improvement of the teachers in service. These classes came to be known as Institute Substitute Classes. They represented another step in the evolution of the in-service teacher education program. The entire institute program was drastically modified when the General Assembly in 1932, passed legislation requiring only two days "Teachers' Meetings" in the schools under the county superintendents' supervision and none in the independent districts. In the latter, the legislation was permissive, but not mandatory.

Another interesting trend in the historical development of this program is seen in the gradual growth and improvement of the supervisory service in the school districts. Beginning with the school districts of St. Louis, Missouri, and Louisville, Kentucky, about 1840, the rise of the superintendency in American education was rapid, almost phenomenal. In the early days, such an official seemed necessary to coordinate and unify the efforts of the teachers of the different grades. With the rapid growth of cities, perplexing problems of finance and school administration, superintendents found less and less time to devote to improvement of instruction with the teachers. Then followed a period during which such duties were delegated to so-called supervisors, persons who were little more than itinerant teachers who gave instruction to the teachers concerning teaching, particularly in the special fields such as music, art, and penmanship. Eventually, there grew out of the need for more systematic study of the problem, the appointment of elementary school supervisors.

In later years, the emphasis on supervision as such has been diminishing and more attention is being paid to the cooperative study of immediate local problems by the members of the teaching staff under the direction of the local school leaders, many of whom call upon instructors and subject matter specialists from nearby colleges and universities.

II. LOCAL SUPERINTENDENT RESPONSIBLE FOR IN-SERVICE EDUCATION

The success of any in-service program is directly related to the ability of the responsible administrative officer to create a desire for improvement within the teachers themselves. When this responsibility falls in the

hands of sympathetic, progressive officers of a system, its objective is usually realized and the plan becomes a dynamic force for good within the system. Incentives such as bonuses, salary increases, promotions, and the like, are frequently held out by school boards to stimulate teachers to continue their education in service. These frequently help, but they cannot adequately create the desire for self-improvement except in a very artificial manner. No greater stimulation is to be found than the exercise of professional leadership on the part of the superintendent and other supervisory officers. They must know the needs of the teachers before determining the types of education to be prescribed. The younger and inexperienced teachers will require more or less formal courses to establish themselves in the profession, while the older and more experienced teachers will want to specialize in their fields of interest. Before any such program is launched, a careful analysis should be made of the standards of education of the teachers involved, so that proper devices best suited to the situation can be determined.

In-service education need not necessarily be related to credits, semester hours, diplomas, certificates, all of which are usually associated with institutionalized educational establishments. In any such scheme, emphasis should be placed on the program because it brings to the teacher in service, richer and deeper experience, clearer and saner understanding of her problem; it comes while she is actually employed as a teacher of children. Whatever plan is used it ought not to be primarily the method by which a teacher may earn a degree or diploma; when the program is interpreted as a short cut to a college education, the plan becomes quite frequently worse than useless, if not dangerous.

The time is not far distant when new entrants to the service will all have completed the so-called basic education for the profession, a four-year professional education based on a recognized secondary school course. Many superintendents now insist on this level of education for the elementary teachers. In-service education will then move the emphasis from "courses" to "children," from "theory" to "fact," from the "four walls of the classroom" to "actual life."

It is usually agreed that the mere fundamentals of the teacher's equipment are laid down in the teacher education institutions and that the limited time provided for this makes necessary the development of agencies that will carry on the education of the inexperienced teacher after entrance into the service. Complete preparation in the institutions is impossible before teaching begins. The recent graduate lacks the experience out of which a philosophy of education may develop and without which effective teaching is impossible. She has only the negligible minimum amount of student-teaching that is provided in the teacher education institution. Perhaps most important of all is the recognition of the fact that all teaching is continually reaching out and attempting to solve new problems; it is a progressive occupation and those engaged in it are under obligation to keep abreast of its new developments. The statement that when one ceases to learn one ceases to teach still holds true, and it is equally true that the real joys from teaching can come only to the person who maintains a learner's attitude toward his work.

In the development of an in-service education program we should have adequate information as to how the average teacher uses her time. The teacher who gives ten or twelve hours daily to school and community work can hardly be expected to contribute much toward a program provided for additional education while in service. Due consideration must be given to this fact by administrative officers in planning after-school in-service education programs.

There should be no encroachment on the recreation and rest periods of the teacher and this time should be entirely devoted to things not necessarily related to the profession; the tendency on the part of administrative officers to encroach on these recreational periods is not in the right direction.

There are innumerable available arrangements recognized as appropriate devices for in-service teacher education. Every teacher can find an appropriate means of improving her professional status. Some of these devices are totally dependent on administrative and supervisory officers for successful operation while others depend on leadership found in our education institutions. But the availability and efficiency of any device is directly related to the inner urge of the teachers for a deeper and richer understanding of their work.

In the paragraphs that follow, there will be found a more detailed discussion of several types of in-service educational activity.

III. CONSTRUCTIVE SUPERVISION

One of the most important duties of a superintendent in public schools is that of maintaining an effective program of supervision of instruction. Since the welfare of child life is fundamental in all activities carried on in connection with the public school, it is highly important to have the teaching process function to that end. The public schools with all their many ramifications have been maintained to develop children into healthy, worthy, and useful citizens of the community. The learning process has come to mean so much more than merely the learning of certain facts to be recited. As the learning process has expanded from facts or ideas to include attitudes, habits, and ideals, the supervisory process naturally has had to expand and improve.

In too many instances the valuable part of setting up a constructive supervisory program has been pushed aside to make way for the development, maintenance, and improvement of the physical plant. No one will deny the value of the physical plant yet, supervision is a primary responsibility of a school superintendent, whether he is able to function directly himself, or is compelled to delegate the process to others under his immediate direction. This supervision is not one merely of class visitation and inspection, but it should include help in directing the learning process, student activities, pupil adjustment, and teacher adjustment. No doubt, the supervisor needs to encourage creative ability on the part of the teacher as well as with the pupils. Such creative activities can be guided successfully only by a person who has supervision and understands the whole educative process including teaching and learning.

Possibly the most important task that a supervisory official can render is that of developing confidence on the part of the beginner. Especially is this true since the graduates of teacher education institutions are much more able to assume the responsibilities of teaching than they were not so many years ago. After the teacher has been oriented, help may be given in the form of conferences after classroom visitations, through rating scales, by tests and measurements, and through reevaluations of units of work.

The problem of supervision is not so much one of having the supervisor do something *for* the teacher, as it is to have the teacher catch the spirit of critical analysis and constructive consideration in solving the problems confronted in guiding the boys and girls not only in the classroom, but in all phases of life and living. There should develop a friendly, helpful relationship between supervisor, teacher, and pupil. With this cooperative, friendly atmosphere of mutual confidence and helpfulness, it becomes easier to attain the educational objectives—health, knowledge of the fundamental processes, worthy home membership, worthy use of leisure, ethical character, vocational efficiency, and good citizenship. The supervisor should help in the organization of all activities, including classes, on a friendly and congenial basis. Such a spirit is conducive to success, which in turn develops pride and assurance.

Many types of teacher rating scales have been used to improve the teaching process. Much has been said pro and con regarding the use of these various scales. If a scale is used merely as a device and is not meaningful in the teaching and learning processes, it is practically useless, if not harmful. Where some instrument can be mutually agreed upon as a means of improving the teaching and learning processes, rather than as an end in itself, there certainly appears to be reason to utilize it. Whether the supervisor does the rating or whether the teacher does the rating or whether both rate according to an accepted rating scale, is not the important problem. The important thing is to determine what improvements will result. When a scale becomes a commonly accepted objective which enables both the supervisor and the teacher to see wherein mistakes have been made and to point out the way for improvement, its use should not be neglected. Everything which the supervisor does should not only be definitely pointed toward the improvement of instruction, but also pointed toward helping the child solve the many problems which confront him in and out of school.

Where a spirit of mutual confidence has been developed between supervisor and teacher, it is very desirable to have the teacher apply to the supervisor for help in the problems which require more than ordinary attention. When teachers feel free in seeking help in their own difficulties, the supervisor is given time to organize and present the new developments, as well as assume his rightful place as a leader in raising the standards for education, both quantitatively and qualitatively.

IV. DEMONSTRATION AND SCHOOL VISITS

Another in-service device that gives promise of much good for the individual teachers is the opportunity to visit in other schools. Many districts have dismissed all the teachers on a given day in order that all the

members of the staff might visit in nearby schools. This practice is probably not as effective as a systematic program that provides an opportunity for each teacher to visit sometime during the school year. In this way, it is frequently possible for a teacher to visit another teacher in a school some distance from home; such an opportunity could not be provided if all teachers were visiting at the same time. Much good could be accomplished, particularly for young teachers, from visiting within the school system, if the principal and superintendent would use regular supply teachers to relieve beginning teachers for visitation and conference with older members of the staff who are teaching the same subject.

Both beginning and experienced teachers would be stimulated to a self-evaluation of their procedures. In all types of school visitation, a definite purpose should be kept in mind. There will be much lost motion and disappointment if teachers go unannounced to a school. The teacher and principle together should plan the program of visitation that would enable the teacher to observe the particular type of instruction in which he is interested, and also to have an opportunity to confer with members of the teaching staff. Haphazard and unplanned visiting contributes little more than a "cabman's holiday" to the professional growth of the teacher. The planned and systematic visits may serve as a source of genuine inspiration and help.

Demonstrations of teaching techniques for a group of teachers in a district constitutes a sort of wholesale visiting enterprise. Expert teachers may be called in to conduct classes before a large number of interested teachers. This is a particularly useful device if there is a study program preceding the demonstration and a conference with the demonstration teacher following the demonstration.

V. CONSULTATIVE SERVICES IN SCHOOL DISTRICTS

School districts whose professional staff does not include a sufficient number of supervisors or directors of instruction have found it worthwhile to call upon professional leaders in many fields to come into the school district to visit classes and consult with teachers. This is a particularly helpful technique if some new procedure is being introduced, such as the contract plan of instruction or the organization of an integrated activity program in the elementary school. It not infrequently happens that an outsider can provide more stimulation for the staff than can be provided by any of the local leaders. Such consultative service represents a sort of cross-section or combination of extension classes, school visits, and demonstrations. If such a program is properly organized and care is exercised in the choice of professional leaders, this technique may be the means of reawakening the professional interest among the members of the staff. Again it should be made clear that the ultimate outcomes of such a program depend in a very large measure upon the local leadership. The "outside expert" can accomplish very little through his own efforts. The morale of the group is, without question, the most important factor.

VI. FOLLOW-UP BY TEACHER EDUCATION INSTITUTIONS

One of the most rewarding of all the in-service education plans is the one generally referred to as follow-up service by the institution responsible

for the preservice education. Such activities take many forms in different sections of the country, but the purpose is essentially the same. Shortly after the recent graduate secures a teaching position, one or more members of the faculty visit him in his new location, frequently spending a full day observing his teaching, and conferring with him and his supervisory officers. The beginning teacher who is thus privileged to enjoy a friendly visit from one of his former instructors at the college is encouraged to discuss his problems possibly much more frankly than he would with the supervisor. He feels that someone has a personal interest in him and will strive harder to measure up to a higher standard of achievement. A kindly suggestion and a professional "pat on the back" will serve as a timely and invigorating influence to reawaken the confidence of the inexperienced teacher in himself, and will frequently check the development of bad habits or faulty techniques.

This follow-up program serves two other very useful purposes. The entire school in which the beginning teacher is working, and particularly the administrative and supervisory officers, will receive a professional stimulus from the visits of the faculty members. Such is the testimony of school officials in many centers where the follow-up program is carried on. Another very valuable outcome is found in the closer relations between the preservice teacher education institution and the public schools. This is an especially valuable experience for the staff members who engage in the follow-up program.

VII. SUMMER STUDY

Because of the increasing complexities of society, it has become necessary to advance the standards for the education of teachers in the public schools. These standards are usually advanced for the new entrants only and do not apply to teachers who are already in the service.

Thus, teachers in service who desire to keep up to date must enroll in the various summer sessions as organized and conducted by colleges and universities. It was estimated that more than one-fourth of all the teachers in the United States attended summer schools in 1931, and there is evidence which points to the fact that more than one-third of the teachers in Pennsylvania service attend summer schools each year. Leaders in the profession have organized courses to meet the specific needs of the public schools as minimum standards were increased in 1920 to 1930. These courses were offered at various summer sessions throughout the State. Since 1930, the emphasis has been from meeting the minimum standards to a voluntary upgrading beyond the standards. Teachers in service have been more concerned with getting courses for professional growth rather than for credit. The development of courses and other facilities for encouraging this continuing professional stimulation becomes a very important problem for our professional leaders in teacher education. The problem is one of improving the quality of effective instruction rather than increasing the quantity of credits. Year after year much experimental work is completed, and the body of knowledge accumulated in each field of learning mounts considerably in a few years' time, thus presenting a problem of evaluation.

The field of reading furnishes a good illustration of the change in summer school offerings. In the early 1920's, this was given in a very general way, mostly just reorganizing the problem with some superficial help. Graduate students and leaders in schools of education have experimented in the field, however, to the point where it requires many volumes to merely record a summary of these studies. The recent summer sessions have enabled teachers in service to familiarize themselves with the best techniques for diagnosing reading difficulties, and of determining appropriate remedial treatment. In these classes they can observe and participate in the procedures followed in the reading clinic. Now the teacher of reading must realize the relationship existing between reading and retardation; of reading to growth; of reading to eye movement; to physiological and psychological optics; and to emotional aberrations, as well as other important phases. A knowledge of and familiarity with the use of such instruments as the metronoscope, ophthalmograph, and the telebinoculars is essential.

Each field has built up a body of knowledge which demands a large amount of study on the part of the teachers, and one of the means of securing this information is through the summer session. These summer sessions are conducted with the idea of furnishing a felt professional need, and organized specifically upon demand from teachers and supervisors.

If teachers are to keep healthy through taking advantage of recreational and rest periods during the regular teaching term, the only time remaining for them to keep up to date professionally is during the summer, unless a sabbatical leave is taken. It would be quite unfair for administrative officers, or people in general to encroach upon the recreational periods of teachers, thus compelling them to neglect their health.

VIII. EXTENSION AND HOME STUDY

Probably the most systematic types of in-service education among teachers are college and university extension classes and home study or correspondence study courses. Teachers in all sections of the country have, for years, continued their education in extension classes offered both in the evening and on Saturdays. Correspondence study courses also have served a useful purpose for those teachers who have not been in reach with our institutions of higher learning. The chief motivation for such study programs was found in the desire on the part of the teachers to secure college degrees and to meet advanced certification requirements. Where such study programs have been organized with the view of providing integrated and unified curriculums leading toward well-defined objectives, the results have been highly beneficial. In instances where mere graduate certification loomed too large in the picture, there have been serious questions concerning the time and money spent by teachers. Undoubtedly, the net effect of the extension and home study program has been clearly on the graduate side of the ledger, whether viewed from the point of view of professional advancement or of broader academic education.

Many progressive school superintendents have taken the lead in organizing extension classes for groups of teachers for the purpose of arousing or deepening the interest of the staff in some professional problem. In

such a program, the topic of study would vary from year to year in accordance with the developing curriculum and organization trends in the community. For example, a year of studying "The Junior High School" would be followed by "Principles of Directing Learning" during the second year. This would be particularly appropriate in a district which had recently reorganized on the 6-6 basis, and teachers were finding themselves for the first time conducting classes for sixty to sixty-five pupils instead of forty to forty-five pupils. Another district could center attention for a year or two on diagnostic or remedial testing and on the improvement of reading instruction. As in all other types of in-service education, the most important factor is the leadership of the local superintendent. If the program is directed toward attainable objectives, professional growth and stimulation are certain to result.

IX. PROFESSIONAL AND CULTURAL READING

A practice which presents definite, though indirect results for a teacher in service is general reading. Purposeful reading may be of a cultural or a professional nature. Each has its value and place in the self-improvement of a teacher. No doubt, most teachers do a considerable amount of general reading and some professional reading. However, the reading can be made more pointed and of more professional value if it is guided and directed by someone who knows the needs of the staff, as well as the offerings of the current professional and cultural magazines and books. If the recent books and magazine articles can be brought to bear more or less directly on the program as established in the school the reading can be done and the discussion held rather informally from time to time. This reading could very well include material on social philosophy, psychology, curriculum problems, student activities, college education, economic, or political problems, and many similar topics. Current drama, popular novels, cartoons, and even the "joke" page may be more capable of school use than much technical educational discussion.

If some one person, either the superintendent or a delegated person, can be on the continual lookout for valuable articles, books, or reports, the attention of the teachers may be directed to them by either a mimeographed sheet or by the use of a bulletin board. Naturally, the method of getting the most out of these professional and cultural readings will depend upon the size and type of school organization. These readings may at times be informally reported by those who have read them. A brief and concise summary in mimeographed form is sometimes valuable. However, the important element appears to be the establishment of the reading habit and the habit of browsing around through current literature for the things that will be directly beneficial for the teachers in carrying out a program which, in turn, will help the boys and girls in their problems.

There appear to be four essential things to be kept in mind in connection with this type of reading for the improvement of teachers in service: first, there should be available for teachers a great variety of professional and cultural reading which will enable them to read that in which they are most interested; second, there should be opportunities presented to enable all teachers, though not intensely interested in certain phases, to benefit from the reading completed by those who are much interested in

such phases of our cultural and professional contributions; third, the reading should not be formalized; fourth, the ultimate aim is the improvement of the boys and girls.

X. TRAVEL

Much has been said concerning the value of travel for people in general. It is commonly recognized to be an experience which enables a person to broaden his outlook upon life, increase his knowledge of the ways of living, and intensify his appreciation for the natural wonders of the world. Since travel is so valuable, teachers privileged to experience it cannot help but reflect its benefits upon the children with whom they come in contact. Travel enables the teacher to vitalize the instruction in every field of learning and in every activity. There seems to be no question relative to the ability of a teacher who has traveled extensively to be able to present geography, history, art, science, or any other subject much more effectively since such experience gives a sense of security in knowledge, a warmth of feeling, and a broadness in outlook, which is sure to be radiated and imbibed by the pupils. Historic shrines no longer become mere objects in a history book, but after being visited become real, meaningful mileposts in the development of civilization.

Travel enables a teacher to visualize the rich and the poor sections of our cities as no textbook can describe them; it enables the teacher to see, understand, and appreciate legislative and judicial halls, great churches and cathedrals, and landmarks beyond description on the printed page. Through travel, the teacher may experience the enjoyment of lyceums, operas, artistic leaders, as well as political and economic leaders; it makes her feel that she is a definite part of the great pulsating mass. Through travel, teachers are able to secure the much needed recreation and relaxation. In too many instances, teachers live so close to their professional task that they become unfit because of the nervous strain.

In the past the public school has worshiped at the shrine of knowledge. With increased travel on the part of the teachers, worthy and tolerant attitudes may be developed toward the many problems confronting society. One teacher in service summarizes the value of travel thus: "It broadens and enriches the teaching background, as well as motivates reading and learning." Another teacher has summarized the value of travel by stating that "It broadens a person socially and culturally, gives an opportunity for complete relationship, provides comparison with the printed page, gives new ideas and inspirations, presents the opportunity for collecting teaching aids, and in reality is the only actual experience basis most teachers may secure for better teaching."

XI. SABBATICAL LEAVE

For teachers who wish to improve their professional status, but because of the press of official duties in connection with their teaching are unable to do so during the regular year, and for those who feel that they must use their summer vacations for health purposes, the sabbatical leave provides a means of professional improvement. For teachers who have been unable to keep abreast with professional advancements year after year, the sabbatical leave provides an excellent opportunity for extended travel,

which is very valuable for teachers. In some instances it is highly important for a teacher to have a complete rest for recreation physically. The sabbatical leave furnishes the basis for this without creating the fear of losing the teaching position and fear of financial difficulties. Whether the year is utilized for professional advancement, travel, or health purposes, the teaching process will no doubt be improved, and the children of the schools thereby profit from the leave.

Act 481, July 1, S. 606, provides for sabbatical leave for teachers. The provisions of the Act are effective September 1, 1937. It is to be noted that this law does not carry with it blanket authorization for the granting of a leave of absence to all teachers, but restricts eligibility to those who have taught in the public schools of this Commonwealth for ten years or more. Those who have taught for a period of at least ten years are entitled to receive their first sabbatical leave, and at each subsequent period of seven years they are entitled to receive another sabbatical leave. The period of the leave of absence may be either one semester or one full school year, at the option of the teacher.

XII. INSTITUTE OR TEACHERS' MEETINGS

The institute, or meetings of teachers, is one of the oldest means of improving the teaching process. Its organization and administration has varied greatly from time to time and from place to place. However, it still remains an effective means of meeting certain immediate needs of many school districts in the improvement of teachers in service.

Through these meetings, teachers are able to develop a professional spirit and organize a professional program in a democratic manner. Through these meetings, democracy can be exemplified in education, the definite need of the schools themselves be brought to light, the public educated relative to the objectives and results of the public schools, and suggestions for remedying problems confronting the district may be offered.

A complete description of "Suggestions for the Conduct of Meetings of Teachers" (Bulletin 151), may be obtained through the Department of Public Instruction. The legal provisions, the purposes, types of organization, suggested outlines, procedures, use of instructors, and a consensus of public school teachers' reactions to meetings of teachers are all presented in this bulletin.

XIII. PROFESSIONAL ORGANIZATION AND MEETINGS

Closely related to school visits as an in-service educative experience is the attendance of teachers at meetings of professional organizations such as district, state, and national meetings of educational associations. One direct result of the contacts one makes on such occasions is the increased confidence in one's own ability to pursue the task at hand. It always helps to find out that other people are having similar problems and it is doubly encouraging to find that some of the things that are being done at home are as good, and in many instances, better than those that are being done in other places. The contact with specialists of wide experience and travel broadens the professional acquaintance of teachers. Possibly the most valuable meetings of this sort are those being attended by teachers

with similar interests. On such occasions the discussions are more practical and the immediate results are more evident. It is frequently stated that teachers soon reach the saturation point in listening to speeches and it is evident that mere listening soon reaches the point of diminishing returns. Educational leaders could well afford to exercise more care and judgment in the planning of such programs.

XIV. THE PANEL METHOD OF DISCUSSION

Professional meetings of the teaching staff serve a very useful purpose as an in-service educative technique. One of the most stimulating methods of conducting a professional staff meeting is the panel discussion. The maximum of participation on the part of a large proportion of the staff may be expected if the panel discussion is well organized and if every effort is made to prevent members of the panel from making "set" speeches or engaging in lengthy discussions. A lively interest in the topic being discussed will be sure to follow if the audience and the members of the panel engage in a free-for-all question and answer discussion.

The outline which follows has been prepared to serve as a guide to persons who are interested in planning and organizing panel discussions.

Increasingly popular has become the panel method of discussion of topics of interest to conventions and other gatherings in contrast to the more formal method of a set program with a succession of addresses delivered on definite phases of the topic. The elements of a panel discussion are four: a chairman, a panel of four to twelve persons, an audience, and a topic for discussion.

The entire panel is seated in a semi-circle facing the audience, the chairman in the center. No speeches are made, but a free discussion takes place between the members of the panel to which the audience listens. The chairman controls the discussion and is responsible for bringing unity out of the diversity of ideas and viewpoints presented. At the close of a definite period the audience is usually invited to contribute to the discussion and the discussion is finally summarized by the chairman of the panel.

A. *Chairman*

The most important factor in the success of a panel discussion is the chairman. His special duties are: (a) to stimulate contributions; (b) to repeat or reformulate contributions enough to give the audience and panel time to consider for themselves the point made; (c) to supply illustrations when a panel member states a principle, or to generalize when a panel member gives specific illustrations. This also provides time and opportunity for understanding; (d) to give recognition by name, systematically but subtly, for each contribution made; (e) to emphasize aspects of contributions significant for the pattern or design which develops. The chairman may lead by asking questions and by emphasis, but should not dominate or direct the discussion to a specific and predetermined outcome; (f) to interpret the interrelations of diverse contributions both to each other and to the general pattern; (g) to summarize and to integrate from time to time, and at the close of the discussion; (h) to decide when the

contributions of the panel have been sufficiently clarified to include the audience in the discussion.

The chairman should be well versed in the topic under discussion, should have an open mind, a sense of humor, resourcefulness, and be tolerant of conflicting ideas. While stimulating the discussion he should avoid and prevent emotional tensions as far as possible. He should offer very few ideas himself, confining his contributions to emphasizing the significant contributions of others and to correlating the elements of the discussion to the main topic. In the final summary he has the opportunity to integrate the entire discussion.

B. *Members*

Panel members should be ready thinkers, facile speakers, interested and competent in the topic under discussion and, if possible, representative of a wide variety of viewpoints. It is important that the members of the panel understand the difference between engaging in discussion and making a succession of addresses. Five minutes should, ordinarily, be too long for any one person to speak at one time.

C. *Audience*

Experience has shown that a good panel discussion will interest an audience considerably more than a series of addresses. When the audience is invited to join the discussion, the chairman must control the general discussion as he would the panel discussion, preventing undue usurpation of time by any one person.

D. *Topic for Discussion*

The topic chosen should be one of current interest offering possibilities of different viewpoints. It should be sufficiently specific to confine the discussion and sufficiently general to admit of differences of opinion.

E. *Preliminary Meeting*

There should, if possible, be a preliminary meeting of the panel with the chairman, at which the members of the panel become acquainted with each other and with the conditions of the discussion. At this preliminary meeting the chairman should emphasize the fact that no one is to stand or to make a speech, but to think creatively and to contribute. He should emphasize both the undesirability of personal opposition to another's contribution, and the need to entertain any thought or viewpoint, however irrelevant it may at first thought appear. He should also emphasize the importance of each individual contributing with perfect freedom every aspect of his own personal thinking and viewpoint. He should also make clear that the spirit of friendship and goodwill should be consciously and systematically maintained without in any way limiting freedom of thought and expression.

F. *Conclusion*

The summary by the chairman should bring out the essential points of the discussion. It is not essential that a decision be reached, but it is frequently sufficient if opposing views and reasons are brought to light

and arrayed in opposition. The goal is a clarification of thought upon the topic.

XV. SALARY INCREMENTS, RETIREMENT PLANS, AND TENURE LEGISLATION

Numerous school districts and many states have worked out minimum salary schedules with annual increments of increase which serve as encouragement to teachers to continue their education. Such provisions are sometimes linked with certification requirements. Most of the plans for in-service education previously discussed in this bulletin represent efforts on the part of school administrators to direct the in-service educational activities of teachers. When we discuss the benefits accruing to teachers from retirement provisions and tenure legislation, we need to approach the whole question of in-service education from the point of view that an obligation rests upon the teacher to continue to study. This does not mean that the teacher will be concerned about his own improvement simply in return for favors received. Rather, it means that with indefinite tenure and adequate retirement provisions and generous salary increases, there is a definite obligation on the part of the teacher to continue to grow and improve.

XVI. RESEARCH INVESTIGATIONS AND SCHOOL SURVEY

One of the stimulants to professional growth on the part of teachers comes from the results of surveys and investigations and research programs. When the outcomes of a teaching process are measured objectively and certain weaknesses in the instructional program are found, such evidence serves as motivation for the continued education of teachers. This would not be true unless the members of the staff are cooperating fully with the administrative officers and research directors. An attitude of cooperation and open-minded inquiry on the part of teachers will aid the research staff materially in getting at a true evaluation of the educational program.

XVII. SUMMARY

It may be in order to summarize, for the sake of emphasis, the essential and underlined point of view that is necessary if any of the in-service educational activities are to be successful.

First, the superintendent must be a genuine professional leader, not simply the "boss" by reason of his position.

Second, a spirit of democracy must characterize the school administration. Teachers, like any other group of workers, can be very easily led, but driven only with difficulty and with unsatisfactory results.

Third, teachers need to be given an opportunity to share in the formulating of policies and programs relating to in-service education. The program cannot be forced upon them.

Fourth, any program of in-service education will be successful largely in direct relation to the clarity of the objectives sought. Hit-or-miss and random selection of educational experiences will of course serve some useful purpose, but the professional tone of the entire program will be dependent very largely upon the direction in which it is moving.

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